The University at Albany

LGBTQI Concerns Advisory Committee

2012-2013 Report

To

Susan D. Phillips, Provost and Vice President for Academic Affairs

and

Christine Bouchard, Vice-President for Student Success

The University at Albany
State University of New York

August, 2013
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Michelly Peña, Committee Staff

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Dana Peterson (Criminal Justice), Co-Chair
Livia da Silva (Financial Aid)
Dawn Knight-Thomas (Office of Diversity and Inclusion)
Vivien Ng (Women’s Studies)
Jay Oddi (Dean’s Office, College of Arts & Sciences)
Vanessa Panfil (Graduate Student, Criminal Justice)
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Training and Academic Affairs Subcommittee
Courtney D’Allaird (Gender and Sexuality Resource Center), Chair
Nancy Belowich-Negron (Disability Resources Center)
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Arlene Istar Lev (Social Welfare)
Ryan Levy (Graduate Student, Anthropology)
Sean Heather McGraw (Graduate Student, History)
Michelle Morrow (Counseling Center)
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Web Presence and FAQs Subcommittee
Kevin Tyle (Atmospheric and Environmental Sciences), Chair
Holly Barker-Flynn (Residential Life)
Christina Crosley (Student Involvement)
Courtney D’Allaird (Gender and Sexuality Resource Center)
Alisha Hennet (Campus Recreation)
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Other Members:
Geoff Corey (Graduate Student)
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History of the LGBTQI Concerns Advisory Committee

The LGBTQI (Lesbian, Gay, Bisexual, Transgender, Queer, Intersex) Concerns Advisory Committee was established by Provost/Vice President for Academic Affairs Sue Phillips and Vice President for Student Success Christine Bouchard at the beginning of the 2009-2010 academic year in order to review, report on, and make recommendations for improvement in the current UAlbany campus climate for LGBTQI students, faculty, and staff. The Advisory Committee was continued by the Provost and Vice President for Student Success for the 2010-2011 academic year to work toward implementing some of the Committee’s recommendations, documented in the extensive May 6, 2010 first annual report (available at http://www.albany.edu/lgbt/committee.shtml). Through a series of meetings between Provost Phillips, Vice President Bouchard, 2009-10 Committee chair Eric Keenaghan, and 2010-11 Committee co-chairs Carol Stenger and Dana Peterson, the 2009-10 Committee recommendations were prioritized and a list of potential tasks for 2010-11 developed for consideration by the ongoing Committee. The 2010-11 Advisory Committee reviewed the prioritized tasks and developed three subcommittees to carry out the work of the Committee: Language and Policy Issue Subcommittee, Training and Academic Affairs Subcommittee, and the Web Presence & FAQs (Frequently Asked Questions) Subcommittee (see next section for descriptions and tasks of these subcommittees). The 2010-11 Advisory Committee Annual Report (available at www.albany.edu/lgbt/committee.shtml) provided an update on the status of these ongoing tasks and recommended actions for the following academic year. These recommendations formed the work plan for the 2011-2012 and the 2012-2013 Advisory Committee, co-chaired again in both years by Dana Peterson and Carol Stenger. To continue the work of the prior year’s Committee, the three subcommittees were maintained in 2011-12 and in 2012-2013.

Overview of 2012-2013 Committee Structure and Work

As a review, the following general tasks were proposed in 2010-2011 for each of the subcommittees. Decisions about prioritization of specific tasks (and additions of new tasks) for that year and each following year were left to each subcommittee.

1) Language & Policy Subcommittee Description

Identify locations of needed changes and recommend language of change (in consultation with Counsel’s office and Office of Diversity and Inclusion) to appropriate approval body

Clarify UAlbany’s policies and guidelines (see p. 44-45 of May 2010 Report)

- Develop and recommend language to ensure that all UAlbany diversity statements and policies are inclusive of all members of our University community (with ODI)
- Recommend language for reinstated “Principles for a Just Community” document to be inclusive of all members of our University community (with Provost’s, President’s offices) [UPDATE: “Principles for a Just Community” is a document no longer in use within the University]
• Review of all the University’s websites so that when a search for LGBTQI information is initiated, any services or contacts that a department provides for the LGBTQI community are evident (with Office of Media Relations, ITS)
• Develop and recommend language for guidelines for University websites to ensure that all content on the websites is consistent with the University’s diversity policy and its guiding principles (with President’s & Provost’s offices, VP for Student Success, ODI, Media Relations, ITS)

Improve forms to better represent gender identity and gender expression (p. 45 of May 2010 Report)
• Develop and recommend language for inclusion on various forms used throughout the University
• Work with VPSS, other units (Health Center, Counseling Center) to identify and recommend places for change

2) Training and Academic Affairs Subcommittee Description

Advise and/or design various levels of awareness-sensitivity-ally development training; Coordinate with existing bodies (LGBTQ Resource Center, Career Services Center, Safe Space Training, Project SHAPE: Sexual Health & Peer Education, University Counseling Center, ITLAL, Academic Affairs); engage unions, HR, VPs in consideration of training for other segments; consider developing “train the trainer” model.

Form an LGBTQI Faculty and Staff Speakers Bureau (see p. 32 of May 2010 Report)
• Bureau will consist of trained volunteers from the faculty and staff to speak to various academic and administrative units about LGBTQI issues and encourage the teaching of and sensitivity to LGBTQI issues in all UAlbany classrooms
• Conduct outreach workshops in academic and staff units throughout the University to address social issues pertaining to professional life and training issues

Establish Project Outreach (pp. 33-34 of May 2010 Report)
• Identify strategies for encouraging those faculty and staff and students who are not yet identified as allies to receive LGBTQI ally education and training
• Explore and implement new efforts to grow the number of UAlbany LGBTQI allies
• Help organize and coordinate such outreach events

Include LGBTQI sensitivity training in all instructor (tenure-line, part-line, adjunct) orientations (p. 38 of May 2010 Report)
• Make available to college deans and department chairs materials related to LGBTQI concerns, issues, and resources to be presented at orientation sessions for new faculty
• Provide training to schools and departments at deans’ and chairs’ request
• (see overlap with FAQs and Speakers Bureau)

Train classified employees and additional University staff (pp. 43-44 of May 2010 Report)
3) Web Presence and FAQs Subcommittee Description

Develop a relocated and expanded LGBTQI webpage (see p. 31 of May 2010 Report)
- Advise VPSS on content and links to make page more useful
- Consider moving from Division of Student Success page and providing link from main UAlbany page
- Expand to include many of the resources and policies and guidelines listed in parts 1 and 3 (pages 8-11, 14-19) of the May 2010 Report
- Include student, faculty and staff resources
- Publicize the LGBTQI Concerns Advisory Group, its Annual Reports, and the newly formed LGBTQI Faculty and Staff Association and Speakers Bureau
- Provide information about the LGBT minor and associated faculty
- Relocate (or link) the Office of Media Relations’ “Faculty Expert” page and expand the number and names of faculty to reflect the large number who are teaching LGBTQI-related issues
- Work in conjunction with ITS and other appropriate departments to ensure that the appropriate resources are made available and that the appropriate links are established

Develop and distribute FAQ sheets about LGBTQI-sensitive issues (pp. 31-32 of May 2010 Report)
- Develop list of relevant FAQs and determine who should receive and when (separate FAQ sheets to address specific concerns and needs of 3 groups: faculty, staff, and students)
- Provide at new faculty orientation and possibly to all faculty at the beginning of each year; engage ITLAL
- Include resources and ‘best practices” to help avoid placing students in potentially uncomfortable situations
- Provide at student orientations, Post on website

The 2012-2013 Advisory Committee, through its three Subcommittees, continued the work described above. The full Advisory Committee met three times during the academic year (on 9/28/12, 1/22/13 and 5/7/13) for updates from the subcommittees, for provision of any requested or required feedback to the subcommittees, and for other Committee work and decision-making.

The next sections of this Report provide summaries from each of the three subcommittees, including work accomplished this past year, work that is ongoing, and any recommendations. The Report closes with a brief summary, campus-wide updates and “victories,” and recommendations for future work of the LGBTQI Concerns Advisory Committee.
Language and Policy Issues Subcommittee Annual Summary

Our Subcommittee’s charge is to 1) examine and then recommend changes to the language in University statements, policies, and forms, 2) check for consistency across different parts of the University website once we have some language updates, and 3) review and respond to additional relevant issues that may arise.

We met three times in the Fall 2012 semester (10/12/12, 11/6/12, and 11/28/12) and three times in the Spring 2013 semester (2/7/13, 3/14/13, 4/18/13). Below, we highlight major areas of work and progress. As with last year, most of this year’s work was focused on exploring ways to make our campus a safer, more comfortable, and more productive environment for our students (and, to a lesser extent, faculty and staff) who are transgender, but the needs of others in LGBQ communities were also addressed.

1. NYS Marriage Equality Act and “Grossing Up”:

With the passage of the Marriage Equality Act, New York State no longer considers health benefits to same-sex partners as taxable income, but (prior to repeal of DOMA) the federal government did. The subcommittee looked into what other universities do to address the added federal tax burden faced by GLBTQ married couples in states that have marriage equality or its equivalent, such as tax trusts or grossing up of salary, in covering financial costs associated with federal domestic partner health benefits being considered and taxed as compensatory income for the employed partner. As a guide for UAlbany, Kate Thies researched the grossing up process used by other institutions and provided a document (see Appendix A) with examples, answers to key questions, and resources that could be used if UAlbany wished to pursue the possibility of employing the grossing up strategy. [UPDATE from July 2013: With the striking down of a key provision of the federal Defense of Marriage Act (DOMA), essentially repealing the federal ban against same-sex marriage, a number policies are in question, and grossing up may be irrelevant.]

2. Recommendations to the Office of Diversity and Inclusion regarding consistency in diversity language:

As a follow-up to ODI’s inclusion of gender identity and expression in their mission statement, on brochures and on their website, our Subcommittee reviewed other UAlbany web pages and noted a number of places where language regarding diversity is now inconsistent (e.g., does not include sexual orientation, gender identity and expression). We drafted a memo to Dr. Tamra Minor (see Appendix B), indicating these places and suggesting some revised language that might be used to replace the current language, so that the diversity and inclusion message is consistently communicated throughout the University website.
3. **TONI (Transgender On-campus Non-discrimination Information) Project website:**

It was brought to the Subcommittee’s attention that TONI’s website lists some incorrect information regarding UAlbany’s climate for transgender students (see [http://www.transstudents.org/university-albany-state-university-new-york](http://www.transstudents.org/university-albany-state-university-new-york)). First, the “non-discrimination policy” is not UAlbany’s specific policy (which includes gender identity and expression), but SUNY Central’s non-discrimination statement that states only “private expression or sexual orientation” are protected. This language, we discovered, is from a 1971 resolution by the board of trustees, and does not represent the current policy and protections available at UAlbany. It is recommended that the TONI project be contacted to update this information. Second, while their website does list some of the changes and progress at UAlbany (e.g., Gender Inclusive Housing), it does not list some of the most recent (such as ability of students to use their preferred first name on Blackboard and MyUAlbany course and grade rosters). It is recommended that someone from our Committee provide regular updates to the TONI project so that UAlbany is accurately represented.

4. **Use of Preferred First Name on Blackboard and MyUAlbany course and grade rosters:**

Last year, the Subcommittee made a recommendation to Provost Phillips and Vice President Bouchard to allow students to use a preferred first name that would appear on Blackboard (e.g., for Discussion Board and class roster) and on MyUAlbany course and grade rosters. The main purpose of this recommendation was to create a safer and more academically-productive environment for transgender students, so that they do not have to “out” themselves to their instructors and/or other students. However, this option is available and used by other students as well—other institutions that have enabled this option report that international students frequently use this option to set their preferred first name to Anglicized names by which they are known in the U.S.

At the behest of VP Bouchard, representatives from the LGBTQI Advisory Committee (Dana Peterson, Carol Stenger and Kate Thies) worked with a group of stakeholders from UAD, Registrar’s Office, Academic Affairs, Human Resources, SUNY Card to examine the scope of work and explore the challenges and issues related to this task. This team met in person twice for discussion, UAD representatives prepared a scope of work/impact analysis (see Appendix C), and a report/recommendation was provided to VP Bouchard, who then met with CIO Chris Haile to discuss the project. It was decided to move forward with the project, and it is possible that by Fall 2013 semester, students’ preferred first name, entered by them into their MyUAlbany portal, will appear in Blackboard and on MyUAlbany course and grade rosters. It is noted that this change affects ONLY these locations and will not appear on Registrar’s or Financial Aid records or documents, nor on SUNY ID cards. Further, it is noted that while the change for Blackboard is internal to the University, changes for MyUAlbany course and grade rosters are customizations to PeopleSoft and will require continuous customizations when PeopleSoft updates are sent by the company. Essentially, allowing a preferred first name is creating a new “name type” not currently available in PeopleSoft, so the enabled function will likely be overridden with PeopleSoft updates. Therefore, this Subcommittee considers this as a short-term
solution, and these continuous customizations are in part the basis of the Long-term Recommendation to PeopleSoft, below.

It is further noted that developing the application by which students may do this is just the first step. Next steps include the following: The University should create policies and procedures for monitoring and responding to students’ misuse of this function, as well as means by which to communicate the function and related policies across campus. Future work may include having students’ preferred first name also appear on advisors’ lists; allowing instructors of record (faculty, adjuncts, graduate students, etc.) to have a preferred first name appear when students look at their class schedules, course rosters, etc.; allowing preferred first name to appear in directories such as in Outlook, Faculty/Staff directories, etc.

5. Long-term Recommendations to PeopleSoft

While it is admirable that the University is committed to making the preferred first name function available to students, longer-term solutions for our University are desirable. In part because allowing use of preferred first name on course and grade rosters requires customizations each time PeopleSoft is updated, the Subcommittee has drafted (but not yet submitted) a recommendation that PeopleSoft create and make available a new name type (it was noted by UAD representatives that at one point, PeopleSoft was going to allow a campus enhancement to change name types, but this apparently was not put into place). Along with the recommendation for a new name type, our Subcommittee further recommends that PeopleSoft create a permanent space for students to identify their sexual orientation and gender identity. This Subcommittee is making a companion recommendation for inclusion of these options also on the SUNY Application and on the Common Application (see below). These companion recommendations would allow students applying to UAlbany (or other SUNY schools) to self-identify and allow “space” in PeopleSoft to permanently accommodate these responses.

6. Long-term Recommendations for SUNY Applications and Common Application

Our Subcommittee is also drafting a recommendation (not yet submitted) for inclusion of questions allowing prospective students to self-identify sexual orientation and gender identity on their application to our University, i.e., on the SUNY Application (and SUNY Supplementals, Transfer Application, International, and Graduate applications) and the Common Application. Doing so will further the University’s goals of creating an inclusive environment for all students, maintaining a safe and comfortable academic setting, and promoting academic excellence; allowing for self-identification will make LGBTQI students feel welcomed and supported and send the message to all prospective students that UAlbany is a diverse community; it will also allow the University to ensure that programs and services are available for student and to work toward higher retention and graduation rates. Including sexual orientation and gender identity questions on higher education applications is becoming more of a trend (e.g., Shane Windmeyer of Campus Pride discussed this during his talk at the State of Higher Education for LGBT Luncheon at UAlbany on 3/28/13).
Indeed, SUNY Central is also exploring this issue. UAlbany’s Cathy Parker (Career Services) serves on the SUNY-wide Diversity Committee of the University Faculty Senate, which is looking into positives and negatives related to inclusion of sexual orientation and gender identity on the SUNY Application; she reached out to members of the Advisory Committee for input to take back to the Diversity Committee. A key member of the Diversity Committee is Carlos Medina (Associate Provost and Associate Vice Chancellor for Diversity, Equity, and Inclusion), and both also attended the State of Higher Education for LGBT Luncheon and heard Shane Windmeyer’s recommendations. The Subcommittee is encouraged by these explorations and recommends that UAlbany be a key advocate for these changes and offer to be a “test case” when changes are piloted.

It should be noted that the Subcommittee recognizes that SUNY has no control over the content of the Common Application, and that changes to the SUNY-specific application will not translate to changes to the Common Application. However, the Subcommittee encourages UAlbany and SUNY Central to join with other institutions of higher education to advocate for changes to the Common Application. The Subcommittee further recognizes that the Common Application has, even in recent past, considered and rejected the proposed inclusion of these questions. An Inside Higher Ed article by Scott Jaschik (1/26/2011), titled “The Same Boxes to Check,” provides a review:

http://www.insidehighered.com/news/2011/01/26/common_application_rejects_new_questions_on_sexual_orientation_and_gender_identity . (Note that the Common Application does have space for students to include a preferred first name, so if PeopleSoft were changed to allow permanent capture of this field and a new name type, this would accommodate one of the recommended changes above.)

Finally, the Subcommittee’s recommendation includes suggested language for the questions on sexual orientation and gender identity, providing a few options that, based on the Subcommittee’s research, seem to be currently-accepted (and sensitive) methods of gathering such information.

7. UAlbany ID Card:

The Subcommittee continues to look into the possibilities related to changes to the UAlbany ID card to better accommodate the needs of UAlbany students, faculty and staff. A key issue is that use of birth names on ID cards poses a number of challenges for transgender individuals whose gender identity and/or presentation does not match the “sex” associated with their birth name. Because the UAlbany ID card is considered a legal form of identification, and is tied to aspects such as financial aid, changes to one’s name on the ID card may only be made following a legal name change (i.e., change to NYS driver’s license or US passport). Legally changing one’s name is prohibitive for many students, so the Subcommittee has explored ways that the University can make accommodations. Some institutions of higher education allow the use of a preferred first name (e.g., Connecticut College, University of Vermont, and the University of Toronto); some institutions use the first initial of the first name only (e.g., University of North Florida). Some options suggested for UAlbany were 1) to include both the preferred name and (underneath) the legal name on the ID (this would not be a preferred option for most transgender individuals); 2) to de-couple the ID from financial records and/or have separate cards for
identification purposes and for financial purposes (e.g., for use in bookstore or for meals). The Subcommittee will continue to work with the University to explore options that would work best to fulfill these various and sometimes competing needs.

8. **Inclusion of Sexual Orientation and Gender Identity on Forms, Surveys, etc.:**

The Subcommittee did not work as much on this issue this year as in prior years (given the focus on tasks described above), but notes that it remains the case that while “sex” (binary “male” and “female”) is included on many forms and surveys within the University, it is rare for questions on sexual orientation and/or gender identity to be included. Future work of the Subcommittee is to continue to look into this issue, including working with Institutional Research, Health Center, Counseling Center, etc. The Subcommittee’s research on currently-accepted wording for these questions will be useful for this task as well.

**Future/Ongoing Work**

1. Follow up with ODI regarding language consistency across websites
2. Ensure that regular updates are provided to TONI project
3. Check in on the use of preferred first name in Blackboard and MyUAlbany course and grade rosters: is it being used? Have unforeseen issues/challenges arisen?
4. Work on next steps for Preferred first name (e.g., advisor lists; for instructors)
5. Complete and submit long-term recommendations for permanent PeopleSoft changes.
6. Complete and submit recommendations for inclusion of SOGI questions on SUNY and Common Applications
7. Continue to explore ways to accommodate transgender students on SUNY Cards
8. Continue to work on inclusion of SOGI questions on University forms and surveys
Training and Academic Affairs Subcommittee Annual Summary

Based on the 2010 LGBTQI Advisory Committee Annual Report, the subcommittee’s charge was to work toward the following:

1. Form an LGBTQI Faculty and Staff Speaker’s Bureau.
2. Establish Project Outreach which would implement new efforts to grow the number of UAlbany LGBTQI allies.
3. Include LGBTQI sensitivity training in all instructor orientations.
4. Train classified employees and other University staff.

Overview of Committee Initiatives

Last year this subcommittee put forth a three-part plan to implement training and faculty engagement around LGBTQI issues. This included collaborating with the Institute for Teaching, Learning and Academic Leadership (ITLAL) to build a training that could be marketed to faculty members and administered as a permanent part of ITLAL’s offerings. Once developed, subcommittee members will attend a meeting of the Provost’s Executive Advisory Council (PEAC) in an effort to solicit the support of each academic School and Department to market and encourage their faculty to attend the ITLAL LGBTQI training. The subcommittee has a standing invitation to attend the PEAC meeting.

The ITLAL training includes role play scenarios developed by Billie Franchini and narrated and debriefed by Tine Reimers. The scenarios involve student teacher interactions around LGBTQI issues in the classroom. The training gives audience members the opportunity to ask questions of the actors in role, as well as engage in a discussion of the issues with the facilitator(s). Participants will get a listing of resources and useful information at the conclusion of the training.

Update:

The Training & Academic Affairs Subcommittee met nine times over the 2012 - 2013 academic year. The subcommittee received and reviewed two ITLAL scripts; the first depicts the experience of a young female and lesbian-identified student approaching her teacher about losing family support after coming out and struggling in class; and the second depicts a young transgender female who happens to be presenting male and wishes to be referred to with a female name and pronoun (see Appendices D and E for the two scenarios). The subcommittee worked with ITLAL to identify student actors and ITLAL hired an outside actor to play the part of the teacher. A discussion of costs and long term funding needs will be forthcoming.

This training was presented to the full LGBTQI Advisory Committee at the spring meeting in a full dress rehearsal. The committee had the opportunity to offer suggestions and feedback, all of which was very positive.

The next project the subcommittee focused on was to create drafts of two surveys; one for Department Chairs and another for faculty members. The purpose of these surveys is three fold: 1) To gain insight into the awareness and needs current departments and faculty have to help
inform training needs, 2) to draw attention to the need for awareness about LGBTQI resources and curriculum inclusion, and 3) to serve as an advertisement of our ITLAL, Safe Space, and other existing training offerings as a means of increasing attendance. Both surveys also gauge the experience of the faculty with LGBTQI information, their familiarity of campus resources that serve to support LGBTQI students and the extent they use or find LGBTQI inclusive examples relevant in their curriculum. These survey drafts can be found as Appendices F and G at the end of this report.

**Future/On-Going Work**

**ITLAL Training**
Moving forward in the fall semester, this subcommittee will be offering the ITLAL training with a supportive department to engage faculty unaffiliated with the subcommittee with the training itself and solicit additional feedback. The subcommittee will also be working on the final handout that each participant will receive, outlining resources and additional opportunities for further trainings, e.g., Safe Space Training.

**Faculty/ Staff Engagement**
The subcommittee has discussed the need to form community events for LGBTQI-identified faculty and staff members. Sue Faerman and Courtney D’Allaaird will continue work on this during the summer. The hope is that strengthening LGBTQI faculty and staff connections will enhance their experience, the likelihood of retention to tenure, the opportunity to mentor and attract new LGBTQI and allied faculty and staff, and to garner support for future initiatives of this and the larger committee.

The subcommittee also has plans to engage in outreach to faculty through other avenues such as attending a Senate meeting, and working with faculty constituency groups (such as BFSA, Alianza Latina, Library Affinity group, and Progressive Faculty Group) in order to host conversations about LGBTQI identities and issues that intersect with other affinity groups. TAASC is also continuing its outreach to Human Resources and Unions to identify LGBTQI trainings they may offer, as well as to advertise existing trainings to them. The University has recently contracted with a new food service agency, Sodexo, a company that holds national rankings in support of LGBTQI inclusion. We will be contacting their Department to identify the trainings they offer and to inform them about additional opportunities for training at the University at Albany.

**Curriculum Infusion**
Currently we are working with both the library and the FAQ Sub Committee to provide links and resources for Faculty interested in LGBTQI themes to be integrated into course curriculum. The Committee has also investigated the possibility of grant and other funding opportunities that may help facilitate curriculum inclusion initiatives, such as bringing in outside experts to engage different departments and schools of thought.
Web Presence and FAQs Subcommittee Summary

The Web Presence & FAQs (Frequently Asked Questions) Subcommittee was created by the 2010-11 Advisory Committee to pursue the following two main initiatives and related tasks:

1. Develop and distribute FAQ sheets about LGBTQI-sensitive issues
2. Develop a relocated and expanded LGBTQI webpage

The subcommittee met once during the Fall 2012 semester, and three times during the Spring 2013 semester. A summary of work completed and upcoming is included below.

FAQ Sheets

In regard to the first Subcommittee task, our work was devoted to reviewing and finalizing the draft versions of the Frequently Asked Questions documents which can be found in Appendices H and I at the end of this report. There is one FAQ applicable to students, and a second for faculty and staff. Once the full Advisory Committee as well as Vice President Christine Bouchard and Provost Susan Philips have reviewed, revised, and approved the documents, an electronic version of the FAQs will be placed on the LGBT website. Plans for alternative means of distribution are also in the works (e.g., new student orientation; faculty orientations or trainings, such as the ITLAL LGBT interactive training). In addition, these FAQ documents will be dynamic and questions and answers will be updated as necessary. Finally, a transgender-specific FAQ sheet, to be included in the transgender resource packet (under development by the Training Subcommittee) is also in the planning stages.

LGBT Website

The other project that the subcommittee worked on this year was the design of a new website which will be housed at http://www.albany.edu/lgbt. All members of the subcommittee will soon be given editing privileges via Red Dot. Over the summer of 2013, Alisha Hennet, with input from the subcommittee members, will work to bring the website online. An initial version, still in barebones form as of May 2013, is in development at http://www.albany.edu/lgbt_rd/index.php.

Alisha Hennet’s student assistant, Etnik Kollqaku, attended a meeting of the subcommittee to assist us in the website development. We propose a website with the following organization:

<table>
<thead>
<tr>
<th>Home Page:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This should feature an upcoming or very recent event</td>
</tr>
<tr>
<td>Mission/Values</td>
</tr>
<tr>
<td>Co-sponsorship form</td>
</tr>
<tr>
<td>Report an Incident</td>
</tr>
</tbody>
</table>
The homepage will have, on the left navigation bar, the following links:

**Programs and Events:**
- Events Calendar (Google Calendar format)
- Orientation week programs; LGBTQI welcome reception (mid-Aug)
- National Coming Out Day
- Pride Week
- LGBTQI Awards
- Lavender Graduation
- Upcoming Events
- Co-Sponsorship
- Gallery

**Outreach and Education:**
- Safe Space (I and II) (with link to allies list)
- Curriculum and Inclusion (how to include LGTBQI issues in course curriculum)
- LGTBQ Studies Minor
- Request a Speaker

**Campus Life**
- Gender-Inclusive Housing Options
- Career Services
- Counseling Center
- Single Stall Restrooms (Google Map format)
- Google Map showing locations of allies
- Organizations and Clubs
- Transgender link
- Campus Climate Index evaluation included as an icon on right hand side

**Resources**
- Support Group
- LGTBQI Jobs and Internships
- Scholarships
- FAQs
- Glossary
- Capital District / State / National / International Organizations

**About Us**
- Staff
- Policies (should link to Office of Diversity and Inclusion)
- History

On the right side of the page will be icons for the following: Facebook; Twitter; Donate (with the goal of sustaining the Multicultural Resource Center as well as resources for LGTBQI-themed classes); also include a **Connect & Support** block, which would feature:
Future/On-Going Work

For the Next academic year, we plan to finalize work on this new webpage as well as finalize and distribute the FAQ documents to the appropriate constituents.
Summary of Advisory Committee Accomplishments and Successes

The 2012-2013 UAlbany LGBTQI Concerns Advisory Committee and its Subcommittees completed or moved forward a number of important tasks, as well as set forth a tentative agenda for next year’s Committee. The Committee’s 2012-13 accomplishments include the following:

- Drafted additional recommendations to the Office of Diversity and Inclusion for consistency in language related to diversity across University webpages
- Worked with UAD and other University offices to make it possible for UAlbany students to use a Preferred First Name on Blackboard and on MyUAlbany course and grade rosters
- Drafted recommendations for permanent changes to PeopleSoft so that customizations regarding Preferred First Name do not continuously have to be made and also that would include space for information about students sexual orientation and gender identity
- Drafted recommendations for inclusion of sexual orientation and gender identity questions on SUNY applications and Common Application
- Further explored issues related to name changes on UAlbany ID cards, and inclusion of questions about sex, gender, gender identity, and sexual orientation on University forms and surveys
- Worked with ITLAL to create an interactive training on LGBTQI issues in the classroom, to be piloted in 2013-14
- Created surveys for Department heads and for Faculty/Staff regarding their awareness of and needs regarding LGBTQI issues to further inform our work
- Continued to work on strengthening connections among and support for LGBTQI Faculty and Staff
- Continuing work (e.g., with ITLAL, Library) on developing resources for infusion of LGBTQI issues into university curricula
- Completed drafts of FAQ (Frequently Asked Question) sheets for students and for faculty/staff and worked on plans for distribution
- Designed a new LGBT website (not yet launched)

Other On-Campus Progress

The Advisory Committee also catalogs other happenings on campus that further causes related to LGBTQI issues on campus and in our community. In addition to our Committee and Subcommittee activities, there were also a number of other activities, events, and successes across campus this past year that help move us toward a more inclusive campus environment for LGBTQI students, staff, and faculty. We briefly recap these exciting and important events below:

- UAlbany received the Harvey Milk Award, the highest honor from the Pride Center (Oct. 12, 2012), for its ongoing work on LGBTQI issues
• The Department of Women’s Studies is now Women’s, Gender, and Sexuality Studies
• UAlbany hired its first full-time coordinator for the Gender and Sexuality Resource Center
• University Police Department created a policy for interactions with transgender individuals
• A Safe Space listserve was created
• An online ‘zine for LGBT and allied students was created: http://theualbanycrossing.wordpress.com/
• Coming Out Reception October 11, 2012
• Transgender Day of Remembrance November 20, 2012
• State of Higher Education for LGBT Luncheon was held March 28, 2013, with keynote speaker Shane Windmeyer from Campus Pride; Vice President Christine Bouchard provided a UAlbany history of progress in LGBTQI issues
• 17th Annual Day of Silence April 19, 2013 (students across the country pledge to be silent to echo the silence faced by LGBTQ people)
• Transgender Health and Wellness Day (for health care providers) on April 26, 2013
• AIDS Walk
• The School of Criminal Justice hosted an April (25th and 26th) 2013 symposium “Explorations in Justice: Gender, Sexuality, and Violence” as part of the Justice & Multiculturalism in the 21st Century project, with presenters from around the US and Canada
• The 5th Annual Lavender Graduation was held May 17, 2013, with a record number of graduates participating and Libby Post as keynote speaker.
• Two bathrooms in podium sub-basement identified for conversion to gender neutral facilities
• UA library indicates that EBSCO is adding a LGBT/Gender & Sexuality research page
• UAlbany’s Musical Theatre Association performed the play “RENT” on campus.
• Gender-Neutral Housing was successfully offered and implemented in its first year
• An alternative prom was held on the UAlbany campus for local LGBTQI high school students
• A group from UAlbany marched in the June 2013 Pride Parade
• The Project SHAPE: Sexual Health & Peer Education program offered 9 workshops on LGBTQ issues for the campus community. In addition they offered a keynote presentation by openly gay speaker Scott Fried for the annual “Sex Sense Week,” as well as a presentation of the new film “Trans,” followed by a discussion, for the annual Sexuality Week.
• The SOGI (Sexual Orientation and Gender Identity) Project in the School of Social Welfare continues to offer numerous trainings to social work students and community members on clinical issues impacting the LGBTQ community, as well as hosted a series of films and talks on LGBTQ issues, including a full day training as part of the annual “Empire Conference” held in Albany each year. SOGI presented a day of training for providers entitled: “Transgender Health & Wellness: Providing Primary Care and Mental Health Services for Transgender People and their Families.” SOGI also offered a presentation/Webcast on LGBT Data Collection in Clinical Settings (East campus) on March 5, 2013.
• LGBTQI issues were included in the diversity training offered through the Tenure Trek program and in trainings for Resident Assistants and peer educators in the Project SHAPE: Sexual Health & Peer Education program and Middle Earth Peer Assistance program, both run out of the University Counseling Center.
• The Safe Space program trained 164 more University personnel to become allies. The audience breaks down as follows: 43% students, 49% staff, and 8% faculty. This brings the total number trained since the program’s 2009 inception to 388.
• The University Counseling Center continues to offer an LGBTQI support group.
• The Student Association Office of Gender and Sexuality Concerns, along with the LGBT Resource Center and a number of other groups, sponsored a number of events for Coming Out Week and for Transgender Day of Remembrance.

Specific Recommendations from Committee

We thank Provost Phillips and VP Bouchard for their continued support and dedication to improving the UAlbany campus environment for LGBTQI students, faculty, and staff. Our Committee’s specific recommendations from our 2012-13 work include the following:

• Support a forthcoming recommendation to PeopleSoft for permanent changes that allow use of Preferred First Name so that continuous customizations do not need to be made by ITS with each PeopleSoft update, as well as a forthcoming recommendation to both SUNY Central and Common Application for inclusion of questions allowing students to identify their sexual orientation and gender identity on university applications
• Encourage School and Department heads to allow the ITLAL LGBT interactive training for faculty and instructors
• Support the distribution of the Department Head and the Faculty/Staff surveys to assess awareness of and needs regarding LGBTQI issues, to better inform the work of this Committee and the University on these issues
• Implement additional gender-neutral bathrooms on all three campuses

Going Forward

Finally, the Advisory Committee, through its subcommittees, also developed a series of recommendations that can guide the initial work for the upcoming 2013-14 academic year, including the following:

• Follow up with Provost Phillips and VP Bouchard regarding 2012-13 recommendations
• Complete and submit recommendations to PeopleSoft, SUNY application and Common Application
• Look further into how UAlbany IDs can accommodate transgender students, faculty, and staff and further explore provision of campus legal resources regarding name changes
• Explore health insurance options that include coverage for medical needs of transgender students, faculty, and staff
• Complete the orientation resource packet for LGBTQI students, and consider hosting a Lavender Orientation to empower LGBTQI students with information and support
• Work with appropriate University offices on developing rules regarding access to specific information such as gender and racial identity
• Recruit faculty and staff for the Speaker’s Bureau
• Work with ITLAL to implement the interactive training developed during 2012-13
• Finalize FAQ sheets and meet with department heads to offer training to faculty and staff and to distribute FAQs
• Launch the new LGBT website
• Continue the LGBTQI Faculty/Staff Association
• Continue to catalogue social, professional, and academic endeavors across our campus, including but not limited to events, trainings, and courses, that further our collective efforts to improve the UAlbany climate for LGBTQI students, faculty, and staff

The Advisory Committee is made up of enthusiastic and dedicated members who are committed to seeing our work to fruition. We welcome the opportunity to continue our work in the 2013 - 2014 academic year.
APPENDIX A

Salary Grossing Up: Offsetting the Tax on Health Insurance Costs for Same-sex Partners

(April 22, 2013)

When employers provide health insurance coverage to their employees and their employees’ families, they are not required to report their contribution as taxable income, and their employees pay their share of premiums on a pre-tax basis. This is one of the many benefits provided to married, different-sex couples in the U.S. Employees who add their same-sex partners/spouses to their employers’ health insurance face additional tax liability due to current federal tax laws, and the Defense of Marriage Act. Under federal tax law, the value of the employer-paid share of health insurance premiums for the same-sex partner of an employee must be reported to the IRS as imputed income, even if the couple is legally married and the marriage is recognized by their state. This increases the employee’s taxable income and tax liability.

To offset this tax liability, some employers have chosen to gross up the income of employees who add their same-sex partners to their health insurance plans. Some employers gross up by an amount equal to the actual tax liability (example A), while others gross up by a fixed amount (example B). Another option is to gross up based on a fixed tax rate (example C).

Example A:
Employer calculates $5,000 imputed income for the employer-paid share of insurance premiums for the employee’s same-sex partner. The employee is subject to 20% income tax. The employer wants to reimburse the employee for the 20% tax liability on the $5,000, which is $1000, plus the 20% tax liability on the $1,000 reimbursement. The employer grosses up by $1,250 so that the employee nets a $1,000 reimbursement.

Example B:
Employer wants to give $800 to all employees who will pay tax on the employer-paid share of health insurance premiums, regardless of each employee’s actual tax liability (generally higher than $800). The employer chooses to gross up the employee’s income by $800, before taxes. The amount each employee nets will depend on each individual employee’s tax rate.

Example C:
Employer presumes a 15% tax rate on imputed income for all affected employees. The employer calculates the imputed income for each employee, plus 15% tax on the imputed income, plus 15% tax on the gross up.

Grossing up is complicated, and expensive. The examples above are based only on the federal income tax liability, which is unique for each employee. They do not account for any other payroll taxes. An article in Bloomberg Law Reports outlines the additional decisions an employer has to make when considering a gross up policy:

What tax rate should be used to calculate the gross-up – standard or individual?
Should the gross-up be for federal income taxes only? Or should the gross-up also include state income taxes and payroll taxes?
Should the gross-up also try to account for the fact that the employees pay for coverage of same-sex partners on an after-tax basis and are not able to take advantage of pre-tax payment of premiums under a cafeteria plan?
How often should the gross-up occur – periodically, annually? Should the gross-up be for same-sex and opposite-sex domestic partners, or should it be limited to same-sex partners on the theory that opposite-sex partners can marry in all 50 states and have their marriage recognized by the federal government?

(https://www.mwe.com/info/pubs/solomon_tiemann_tax_gross-up_for_employees.pdf)

Although the popularity of gross up policies seems to be growing (see end of document for information on who is grossing up), the legality of this practice has not been adequately explored. When Syracuse University first implemented their gross up policy, one of their own Law Professors, Pat Cihon, expressed his concerns about the availability of these payments to only one class of employees. New York State's human rights statute bars sexual orientation discrimination in employment, regardless of the equalizing intent of the gross up practice. A recent Harvard Law Review article echoes this argument, explaining that employees may argue that a gross up policy creates a pay disparity based on sexual orientation. (http://www.harvardlawreview.org/media/pdf/vol126_the_benefits_of_unequal_protection.pdf).

Equal employment and non-discrimination laws do not take into account the employer’s best intentions. Pat Cihon at Syracuse University would like to see his employer work toward changing the tax laws rather than offering a gross up payment. With the Supreme Court hearing arguments against DOMA this spring, it’s possible these laws will change in the near future.

When the Coordinator of the Gender and Sexuality Resource Center at SUNY Oneonta inquired with her HR office regarding a gross up policy, she was informed that NYS law prohibits grossing up of NYS employee salaries. It’s possible this claim is based the fact that all employee benefits and salary ranges are established by collective bargaining agreements, or it could be a reference to the NYS human rights statute. The cost, legality, and the mechanics of a gross up policy are all issues UAlbany would have to grapple with if considering a gross up policy. Depending on the outcome of the Supreme Court's decision on DOMA expected this June, grossing up could become unnecessary.

Who is grossing up?

There are dozens of private, for-profit businesses offering a full or partial gross up policy. The Human Rights Campaign lists them on their website:

The following table is based on a Google search and information collected through an LGBT college listserv to identify practices at colleges and universities:

<table>
<thead>
<tr>
<th>Currently Grossing Up</th>
<th>Considering a Gross Up Policy</th>
<th>Turned Down a Gross Up Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colorado College</td>
<td>Wake Forest University</td>
<td>University of Washington has looked into a gross up policy but has tabled the idea due to funding</td>
</tr>
<tr>
<td>announced in June 2012 that they would make a $1000 fixed annual payment to all affected employees</td>
<td>is considering a gross up policy as of June, 2012. Director of LGBTQ Center is working with HR on a policy</td>
<td></td>
</tr>
<tr>
<td>Princeton</td>
<td></td>
<td>SUNY Oneonta’s HR office’s position is that there is a NYS law preventing all SUNYs from grossing up</td>
</tr>
<tr>
<td>Princeton has a policy as of spring 2012</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Florida</td>
<td>University of MN - &quot;given the budget challenges facing the University and the estimated $300,000 annual cost to implement this additional benefit, the University cannot approve the resolution to offset imputed income tax related to same-sex domestic partner benefits at this time.”</td>
<td></td>
</tr>
<tr>
<td>Syracuse University</td>
<td>University of MD - &quot;With the current State budget deficit, coupled with no salary increases for three years and mandatory furlough days, the EDI Committee recommends that the University not adopt the practice of grossing up for same-sex domestic partners at this time. If the University extends system benefits to all domestic partners, then perhaps this might be a more equitable option at that time and should be revisited.”</td>
<td></td>
</tr>
<tr>
<td>Yale – turned down policy at first, and collected tax on imputed income retroactively Has since changed their policy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX B

May 2, 2013

To: Dr. Tamra Minor, Title IX Coordinator, Chief Diversity Officer, & Assistant Vice President
Office of Diversity and Inclusion

From: Dana Peterson and Joanne M. Kaufman, Co-Chairs, Language and Policy Sub-committee
of the LGBTQI Concerns Advisory Committee

RE: Recommendations to Office of Diversity and Inclusion for ensuring language consistency
across University web pages

We appreciate the support of the Office of Diversity and Inclusion regarding efforts to ensure
that language inclusive of the diversity of the student body, faculty, and staff is used on all
pertinent University at Albany web pages. In furtherance of this goal, we are writing to inform
you that our May 2013 review of relevant web pages revealed several places where diversity
language is not yet consistent. Below, we note the location of these inconsistencies, and we also
include proposed language so that changes can easily be made, should your office (or other
relevant offices) deem them necessary.

1. Undergraduate Bulletin:
   a. Present language: “The University at Albany does not discriminate on the basis of
      age, color, creed, disability, marital status, national origin, race, or sex. Inquiries
      concerning this policy should be directed to the [sic] The Office of Diversity and
      Affirmative Action.”
   i. Proposed language: “The University at Albany does not discriminate on
      the basis of race, ethnicity, color, national origin, religion, age, sex, sexual
      orientation, gender identity, gender expression, disability, public
      assistance status, veteran status or any other basis made unlawful by Title
      VII of the Civil Rights Act of 1964, Title IX of the Education
      Amendments of 1972 or any other applicable law, ordinance, or
      regulation.”

2. Graduate Bulletin:
   a. Present language: There is no non-discrimination statement in the Graduate
      Bulletin, as it is mostly broken up by degree/discipline. It would be beneficial to
      have the non-discrimination policy posted somewhere on the main page that lists
      and links to all of the departments.
   i. Proposed language: “The University at Albany does not discriminate on
      the basis of race, ethnicity, color, national origin, religion, age, sex, sexual
      orientation, gender identity, gender expression, disability, public
      assistance status, veteran status or any other basis made unlawful by Title
      VII of the Civil Rights Act of 1964, Title IX of the Education
      Amendments of 1972 or any other applicable law, ordinance, or
      regulation.”

3. Student Handbook
a. Present language: The definition of a hate crime is listed as follows: “Hate crimes (also known as bias-related crimes) occur when someone targets a victim because of perceived or actual characteristics. These include national origin, color, race, age, religious or creed, ethnicity, gender, sexual orientation, veteran status, marital status, or disability.”
   i. Proposed language: “Hate crimes (also known as bias-related crimes) occur when someone targets a victim because of perceived or actual characteristics. These include national origin, color, race, age, religious or creed, ethnicity, gender, gender identity, gender expression, sexual orientation, veteran status, marital status, or disability.”

4. Conflict Resolution and Civic Responsibility
   a. Present language: The Mission Statement reads as follows: “Promote an environment where the respect for the individuality of each student is valued and the principles of justice and civic responsibility are upheld and insure that all students are extended due process regardless of their abilities, race, ethnicity, gender, age, sexual orientation, or religion.”
   i. Proposed language: “Promote an environment where the respect for the individuality of each student is valued and the principles of justice and civic responsibility are upheld and insure that all students are extended due process regardless of their abilities, race, ethnicity, color, national origin, religion, age, sex, sexual orientation, gender identity, gender expression, disability, public assistance status, or veteran status.”

5. Faculty/Staff University Handbook
   a. Present language of the Affirmative Action Policy: “The University at Albany does not discriminate on the basis of age, color, creed, disability, marital status, national origin, race, sex, or sexual orientation.”
   i. Proposed language of the Affirmative Action Policy: “The University at Albany does not discriminate on the basis of race, ethnicity, color, national origin, religion, age, sex, sexual orientation, gender identity, gender expression, disability, public assistance status, veteran status or any other basis made unlawful by Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 or any other applicable law, ordinance, or regulation.”

6. Undergraduate and Graduate Admissions
   a. No non-discrimination policy is currently (as of our review in May 2013) listed on the undergraduate and graduate admissions web pages. Perhaps the non-discrimination policy provided in sections 1i, 2i, and 3i of this document could also been inserted into the indices or the FAQs sections of these web pages, to help convey to prospective LGBTQ and non-LGBTQ students alike that UAlbany is a diverse and welcoming institution.

We thank you for your ongoing support and attention to these matters. Please do not hesitate to contact us if you have any questions or wish to discuss any of these suggestions.
APPENDIX C
Name Change Display; UAD Impact Analysis

Summary

This document is in response to a recommendation made by the LGBTQ Concerns Advisory Committee for students to be able to use their preferred first name, which they are able to edit, on the official course roster, the grade roster and Blackboard, as enabled by PeopleSoft. A small team of stakeholders met on January 22, 2013 to lay out how this change should occur. The following document is a product of that meeting.

This document is a high level impact analysis review from UAD for changing the name display in several locations within PeopleSoft (IAS and MyUAAlbany Self Service) and Blackboard, in an effort to prevent transitioning/transgender students from being “outed” to professors and other students by being called by their “legal” first name, which may not match their gender identity and expression. It applies only to first name. While this project is driven by transgender issues, research with our peer institutions that have enabled this functionality revealed wide-spread use of this option by foreign students to set Anglicized names as preferred names.

UAD Recommendations

The technical changes should be accompanied by a published University policy on preferred names and detailed communication to everyone who uses PeopleSoft, either for online transactions, query, or data extracts. This link is an example of Stony Brook’s preferred name policy: [http://www.stonybrook.edu/registrar/prefname.shtml](http://www.stonybrook.edu/registrar/prefname.shtml)

Although the goal is to maintain a student’s identity consistent with their choice, there is a certain level of protection that technology and ITS cannot insure. For example, we cannot be responsible for queries we did not write, for private queries, for new queries written outside of our purview that do not take advantage of the new name type, and general misuse of the new name type. The changes outlined below are our best effort toward the stated goal.

An initial review of Class Roster and Grade Roster indicates that the modifications can be localized to the specific pages and processes, with additional changes listed below. When making changes to the delivered code, UAD will adhere to the standards we have developed for modifying PeopleSoft and care will be taken not to impact any other areas of the PeopleSoft application. These changes will be subject to review each time PeopleSoft delivers upgrades, fixes, and enhancements to ensure additional changes are not needed and functionality continues. Making these modifications will increase the workload of our business analysts when they test new product releases.
The Blackboard interface is a program UAD developed; the program can be modified to use the new name, with no impact to anything else.

**Additional Changes**

1. Create a new Name type and a new name for students in a nightly run, combining preferred first name and primary last name. Students will continue to be able to change both preferred first name and preferred last name, but they will not have access to this new name for editing. The name will be available for editing to administrative offices with appropriate security.

**Class Roster**

There are several places Class Roster can be viewed or printed in PeopleSoft and all of these will be changed to use the new name type to display preferred first name and primary last name. These changes will also include UHS class rosters.

1. Faculty Self Service -- (MyUAlbany)
2. Class Roster -- Administrative (IAS)
3. Batch process to produce class roster enabled in Curriculum Management

**Grade Roster**

There are several places Grade Roster can be viewed or printed in PeopleSoft and all of these will be changed to use the new name type to display preferred first name and primary last name. These will also include UHS grade rosters.

1. Faculty Self Service -- (MyUAlbany)
2. Grade Upload Results (MyUAlbany)
3. Grade Roster – Administrative (IAS)
4. Batch process to produce grade roster enabled in Curriculum Management

**Blackboard (Interface from PeopleSoft)**

The name is not updateable directly in Blackboard. The name is in the interface from PeopleSoft. This is a custom process UAD has created and maintains. The interface will be changed to pass the preferred first name and primary last name to Blackboard from PeopleSoft.

**Future Uses**

UAD will not accept any modification requests to use the new name type of preferred first name and primary last name, unless they are vetted through the LGBT Preferred Name Sub Committee.
Appendix D:
LGBT ITLAL Training Scenario 1

Carolyn Groves is an undergraduate student in Professor Wilson's course. She has recently come out to her parents, and they have threatened to withdraw financial support. As a result of this situation, she is struggling in all of her course and has fallen very behind in Professor Wilson's class in particular. Because she has had a fairly good rapport with him in the past, she has decided to come to his office hours and try to explain herself and see if he is willing to work with her. The scene begins as Carolyn arrives at Professor Wilson’s office.

Carolyn knocks on Professor Wilson's door.

Carolyn: Hi, Professor Wilson?

Professor Wilson: Oh, hi! (brief pause) Carolyn, right?

Carolyn: That's right.

Professor Wilson: Well, I haven't seen you in class in quite a while! I was wondering what's going on.

Carolyn: Yes, I know I have missed a lot of classes lately. That is actually I what I came to talk to you about. I know I have fallen behind. (Pauses--gathering courage) I have just been going thus out kind of a rough time lately. I was wondering if there is some way that I can work with you to kind of get caught up.

Professor Wilson: Well, I am sorry to hear that. Let me see--do you know how many assignments you have missed? (Pulls gradebook off desk and starts flipping through)

Carolyn: I think I've missed 5 or 6 homeworks and the last test.

Professor Wilson: Yes, that looks right. And you know that the next test is coming up at the end of the week. Are you ready to take that?

Carolyn: Well, not really.

Professor Wilson: Oh. Well, this is kind of an extreme situation. As you probably know from reading the syllabus, I will need to see some kind of documentation from the Undergraduate Education Office. You can bring them a doctor's note, or whatever is appropriate in this case.

Carolyn: Oh.

Professor Wilson: I mean, obviously you don't have to go into any details with me about your illness or whatever, but there needs to be some kind of paperwork to legitimize your absence before we can really begin to work through this.
Carolyn: Oh. Well, I don't think that's really possible. I haven't been sick. It's just.....personal.

Professor Wilson: (pause--trying to regroup) Look, Carolyn, obviously there is something going on here--I believe that. You don’t have to tell me, but I can't do much to help you without you talking to somebody in administration so that I can something official to work with.

Carolyn: Look, there's kind of a big problem between me and my parents right now. I've just been really distracted.

Professor Wilson: (relieved—thinks maybe this is actually less serious than Carolyn has indicated) Oh, well, these things happens. It'll probably blow over.

Carolyn: I don't think so. This is really big.

Professor Wilson: It probably seems worse than it is.

Carolyn: They have threatened to stop paying for me to go to school.

Professor Wilson: Well, then, we definitely need to get you back on track so that you can keeps your grades up this semester...

Carolyn: It isn't my grades. Actually, I came out to them over winter break, and they really freaked out. They said they won't have anything to do with a gay daughter. My mom won't even answer her phone when I call her. I haven’t talked to her in weeks.

Professor Wilson: (clearly becoming more uncomfortable) Oh. Well, look, as I said, you really don't have to tell me all of this...

Carolyn: Yeah, I guess you’re right. You don't need to hear all my problems. I should probably just give up on school for now anyway. I’m so behind I don't think I am going to pass any of my classes, and I doubt I can afford to come back next year.

Professor Wilson: You know, Carolyn, refocusing on your schoolwork might be just the thing to take your mind off this whole coming out thing. Maybe if you can show your parents how committed you are to school and how well you are doing, things will settle down at home, too.

Carolyn: Yeah, I guess maybe...

Professor Wilson: Look, don't worry about the documentation for now—I will give you a chance to make up some of those assignments. Let me talk to your TA, and she will work out the details. Maybe you can meet with her for the rest of the semester? She is really great.

Carolyn: (clearly disappointed) Oh, ok. Sure.

Professor Wilson: Let’s just think of this as kind of a clean slate—a fresh start in the course. I know you are capable of doing the work.
Carolyn: (has obviously disengaged from the conversation at this point) Yeah, ok. Well, thanks. (stands up to leave)

Professor Wilson: Good luck, Carolyn. I really think everything will work out with time.

Carolyn leaves.
Appendix E:  
LGBT ITLAL Training Scenario 2

William Simpson is an Undergraduate student who identifies as male. His birth name is Crystal, and that is the name that appears on all official University documentation. It is the second week of classes, and he has decided to talk with all of his instructors about his gender identity and ask that he be called William instead of Crystal in class.

It is the end of class, and William has stayed after to talk with his professor, Professor Watson.

William: Hi, Professor Watson. Can I talk with you for a moment?

Professor Watson: Oh, sure. (gathering and organizing papers on a table) Just let me get these together. Thanks, by the way, for your comments in class today. Your contributions were really great! (checks watch) I have a meeting in about 10 minutes, but I have time for a quick chat. What can I do for you?

William: I actually wanted to talk with you about what I would like to be called in class.

Professor Watson: (confused) Oh, ok. Crystal, right? Let me see here...(looking at class roster on a sheet of paper) Crystal Marie Simpson?

William: Yes, that is how my name appears on the roster.

Professor Watson: Oh, I see. You have a nickname that you prefer. What is it? (Ready to write)

William: No, I don't have a nickname. I identify as William.

Professor Watson: (Looks up from page, obviously taken aback) Oh. (Long pause) Look, Crystal...

William: William.

Professor Watson: Ok, William. Obviously there is something going on with you that I don't fully understand, and I don't want to delve too far into that—it is really none of my business. But when you are setting up a situation that is potentially going to disrupt my classroom, I have to address that.

William: I'm not sure I understand. What kind of disruption do you mean?

Professor Watson: I mean the kind of disruption that will follow if I call you William in front of the whole class.

William: Why would that be disruptive?

Professor Watson: Because you are obviously a girl, and I think other students would either laugh or become uncomfortable—or likely both. And you have already spoken up in class, so everyone knows you as Crystal.

William: They have only seen me a couple of times, I think they can handle it.
Professor Watson: Look, have you really thought about the consequences of this? I mean, you could really be opening yourself up for people to be, well, very nasty. Are you sure you are ready for that?

William: Yes, this is something I can't help but think about. I have already begun this transition with my friends and the people in my dorm. Several people in my classes, including my professors, already know me as William. And yes, not all of them have been accepting, but I knew that would happen.

Professor Watson: Yes, and this is a large class full of people who really don't know you—they are even less likely to be sympathetic to your, uh, situation. Don't you think that is a lot riskier? Maybe you should just keep a low profile in this class for now.

William: So you mean I should just continue bring someone I'm not so that no one is made uncomfortable.

Professor Watson: No, that isn't really what I meant to say. (looks at watch) Oh, no...I am going to be late for my meeting. Listen, Crystal, I hope that you understand that I really do have your best interests at heart. (stops looking at William, begins focusing on putting papers into bag and getting ready to leave)

William: (obviously skeptical) Uh huh.

Professor Watson: Look, Crystal…

William: William

Professor Watson: (pauses, looks at William again) William. You are obviously going through a period of, well, confusion right now. But is it really in your best interests to make that so public? Why don't you give this a little more thought, and let's talk again next week, ok? I really do have to run now, though.

William: Yeah, ok.

Professor Watson: Ok. See you next week.

Professor Watson rushes out of the room. Williams stands there looking stunned.
Appendix F:
LGBT Department Chairs Survey [DRAFT]

LGBTQI Concerns Advisory Committee
SURVEY DRAFT (for Dept. Chairs)

DEMOGRAPHICS

1. Department Name__________________________________________

2. Department Chair___________________________________________

3a. Number of Full-time Faculty________________________________

3b. Number of Part-time/Adjunct Faculty________________________________

3c. Number of Teaching Assistants________________________________

CURRENT KNOWLEDGE OF LGBT ISSUES

1. On a Scale of 1 to 5 (with 1 being not at all and 5 being extremely) please indicate how familiar you are with each of the following University resources:

**Departmental Resources**

<table>
<thead>
<tr>
<th>Resource</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender &amp; Sexuality Resource Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LGBT Support Group- Counseling Center</td>
<td></td>
<td></td>
<td></td>
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<td>- Project SHAPE (Sexual Health &amp; Peer Education)</td>
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<td>Womens, Gender &amp; Sexuality Studies- LGBT Minor</td>
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**Student Groups**

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<td>Pride Alliance (undergraduate club)</td>
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3. How familiar do you think your department is with LGBT issues as a whole:
   1. Not at all familiar
   2. 
   3. Familiar
   4. 
   5. Extremely familiar

COURSES
1. Here are some courses we have identified that include information about LGBT persons, history, or rights: (Include department specific courses identified)

Please list any other courses that currently or in the past have included information on LGBT persons, history, rights or issues: (Please indicate if course is currently offered)
_____________________________________________________________________________________

2. From your perspective, what other courses could include information about LGBT persons, history, rights or issues? Please List
______________________________________________________________________________

TEACHING
1. Has your department provided information to faculty on how to assist a student with any of the following issues: (Check all that apply)

   ____ Finding LGBT resources on campus                      ____ Finding LGBT resources off campus
   ____ Reporting hate crime and bias related incidence   ____ Coming out
   ____ Advising a student about procedures for roster/class name changes
   ____ Obtaining mental health counseling
   ____ Dealing with homophobic remarks in the classroom
   ____ Assisting a student in the classroom who is transitioning gender

2. In your opinion if there were an opportunity for faculty to receive additional information about dealing with LGBT student needs in a classroom setting would you encourage faculty in your department to attend?  YES     NO

THIS IS THE END OF THIS SURVEY
THANK YOU FOR RETURNING THIS SURVEY
PLEASE RETURN IT TO:
Appendix G:
FACULTY AND STAFF SURVEY [DRAFT]

To Faculty and Staff: The Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQI) Concerns Advisory Committee at UALBANY is in the process of developing training opportunities for the campus community. Your responses to this survey will help us a great deal. Your responses are confidential, and your feedback is very much appreciated! The survey should only take a few minutes to complete.

Department Name: _________________
Circle one: Faculty     Staff

1) How knowledgeable are you about the LGBTQI community?
   1. Not at all knowledgeable,
   2. _______________________________
   3. Knowledgeable
   4. _______________________________
   5. Extremely knowledgeable

2) How comfortable are you addressing LGBTQI topics and questions with students?
   1. Not at all comfortable
   2. _______________________________
   3. Comfortable
   4. _______________________________
   5. Extremely comfortable

3) How knowledgeable are you about on-campus resources for LGBTQI students?
   1. Not at all knowledgeable,
   2. _______________________________
   3. Knowledgeable
   4. _______________________________
   5. Extremely knowledgeable

4) How knowledgeable are you about off-campus/community resources for LGBTQI individuals?
   1. Not at all knowledgeable
   2. _______________________________
   3. Knowledgeable
   4. _______________________________
   5. Extremely knowledgeable
5) How knowledgeable are you about terminology related to sexual identity/orientation (LGBQ)?
   1. Not at all knowledgeable
   2.
   3. Knowledgeable
   4.
   5. Extremely knowledgeable

6) How knowledgeable are you about terminology related to gender identity/expression (TQ)?
   1. Not at all knowledgeable
   2.
   3. Knowledgeable
   4.
   5. Extremely knowledgeable

7) Since you’ve been at the University at Albany, where if any, have you received information about LGBTQI issues?

8) Do your courses include any LGBTQI topic areas? (yes/no) If yes, please explain briefly

9) Have you had any questions/issues come-up with students in your class related to LGBTQI concerns that you felt unprepared to address? (Yes/No) If yes, please explain:

10) If you were to attend a workshop on LGBTQI issues, what information would you most want included?

11) Are you familiar with the Safe Space Training?

12) If yes, have you attended Safe Space Training?

13) In your opinion, how aware is your department of LGBTQI issues?

   1. Not at all aware
   2.
   3. Aware
   4.
   5. Extremely aware
14) Do you think most of the faculty/staff in your department would be comfortable in assisting a student with the following situations: (check all that apply)

___ Directing them to a bathroom of their self-identified gender

___ Offering extensions on assignments to students who are having a crisis because they have just come out to their families

___ Referring to a student’s requested gender pronoun and name (regardless of the gender/name listed on the class roster)

___ Maintaining a student's privacy should they share confidential information about their sexuality

15) Do you think most of the faculty/staff in your department would be comfortable in assisting another faculty/staff person in any of the following situations (check all that apply)

___ Coming out to other faculty/staff

___ Finding LGBTQI resources on campus

___ Finding LGBTQI resources off campus

___ Obtaining assistance with name changes

___ Reporting harassment

___ Reporting sexual assault
SURVEY QUESTIONS RE: LGBTQI INCLUSION IN COURSES (DRAFT)

1) Have any of the courses you have taught included material related to LGBTQI topics?

2) Are you aware of any other course offerings in your department that include LGBTQI topics?

3) Do you view LGBTQI topics as relevant to the material in your department?

4) In your opinion, do faculty in your department view LGBTQI topics as relevant?

5) In your opinion, do students view LGBTQI topics as relevant to coursework in your department?
   Yes, No, Unsure

6) Are there any challenges in integrating LGBTQI topic areas in your courses? (Please explain)

7) If resources on integrating LGBTQI topics into coursework were available, do you think you or other faculty in your department would be interested?

8) What resources would facilitate integrating LGBTQI topic areas in your courses? (Please circle or explain)
   _____ ITLAL trainings on curriculum inclusion
   _____ Bibliographies of LGBTQI resources by field
   _____ Outside speakers on LGBTQI issues in your field

   Other ideas: ____________________________________________________________
   ____________________________________________________________

9) Do you encourage LGBTQI inclusive fieldwork experiences/internships? Yes/No

   Do you and/or your department have knowledge of where students can receive information about these opportunities?
APPENDIX H
LGBTQI FAQs for STUDENTS (grad and undergrad)
[DRAFT]

Q: How can I be a better ally to LGBT colleagues and students?

A: An ally supports and stands up for the rights of LGBTQI people. An effective ally respects confidentiality, avoids assumptions and stereotyping, educates themselves about issues facing LGBTQI people, tries using gender-neutral terms when taking about significant others, spouses, and partners, and speaks up when someone makes a homophobic, transphobic or heterosexist remark. An ally expects to make mistakes but doesn't use them as an excuse for not acting. A supportive ally recognizes when to make referrals to somebody for outside help and knows the resources available for LGBTQI individuals on campus and in the community. To learn more about how to be a supportive ally, attend the UAlbany Safe Space training.

Q: What does transgender mean? How do I address transgender students in my class? How do I support students/colleagues who are transitioning?

A: Transgender is an umbrella term used for persons whose gender identity differs from the gender they were assigned at birth. This includes transsexuals, cross-dressers, transgenderists, genderqueers, bigender, and people who identify as neither male nor female and/or as neither a man nor a woman. Transgender is not a sexual orientation. Transgender people may have any sexual orientation: heterosexual, gay, lesbian or bisexual.

Transgender persons may feel their assigned gender at birth does not reflect their true gender. It can be someone such as a transsexual who may biologically appear male but identifies as female. This can also include someone who recognizes that gender falls along a spectrum rather than a binary “male or female”; i.e., they identify somewhere in between male and female.

(For grad student instructors) How do I address transgender students in my class? As with any student, you should address them with their preferred name. Ask how they wish to be addressed; what name they prefer and perhaps what pronoun they prefer. Make a note of it and be certain to use their choices.
(For grad student instructors) How do I support students who are transitioning? A student may come to you and state that they will be transitioning during the course. They may tell you they will return to class on a particular date dressed differently and they may have a new name they prefer you use and/or new pronouns. The best response is to ask the student what you can do to make this transition easiest for the student. Would they like a few minutes to let the class know about their transition? Would they prefer it be handled quietly? Ask what they would like to do if someone makes a comment or asks a question about it. Ask in advance what would make them most comfortable.

Q: Is there a list of allies I can refer to?
A: A list of department contacts exists and will be periodically updated at this link: [http://www.albany.edu/lgbt/contact.shtml](http://www.albany.edu/lgbt/contact.shtml).

Q: My advisor/RA/etc. is not identified as an ally. Is there someone else I can talk to about my LGBTQI concerns?
   a. If you feel you are experiencing discrimination and/or harassment, please contact the Office of Diversity and Inclusion at (518) 956-8110.
   b. If you are uncertain about talking with a supervisor and/or would like referrals to speak with a qualified professional about issues such as personal or work stress, depression, etc., contact the Employee Assistance Program at (518) 42-5483.
   c. If you think your supervisor and/or others in your unit would be interested in becoming allies, contact D. Ekow King at (518) 442-5490 or by email at dking@albany.edu for information about Safe Space Training. [http://www.albany.edu/lgbt/ally.shtml](http://www.albany.edu/lgbt/ally.shtml)

Q: What do all the letters – LGBTQIAP - mean?
A: This is an acronym referring to two separate entities; sexual orientation and gender identity. Even though they are grouped in this way, it is critically important to understand the distinction between the two. Sexual orientation refers to the gender or genders one is attracted to; while gender identity refers to the gender or genders we are. We all have a sexual orientation and a gender identity and knowing one does not predict the other. Further, we live in a culture that has a view that you are either male or female, and either heterosexual or gay/lesbian when in fact these are really on a continuum with many points in between.

L stands for Lesbian, a sexual orientation in which a woman has an enduring emotional, romantic, sexual, erotic, affectional and/or spiritual attraction to other women.
G stands for Gay- typically referring to a sexual orientation in which a man has an enduring emotional, romantic, sexual, erotic, affectional and/or spiritual attraction to other men; but is sometimes used by women with same-sex attraction as well.

B stands for Bisexual, a sexual orientation in which a person has an enduring emotional, romantic, sexual, erotic, affectional and/or spiritual attraction to both men and women.

T stands for Transgender. This is an umbrella term used for persons whose gender identity differs from the gender they were assigned at birth. This includes transsexuals, cross-dressers, transgenderists, genderqueers, bigender, and people who identify as neither male nor female and/or as neither a man nor a woman. Transgender is not a sexual orientation. Transgender people may have any sexual orientation: heterosexual, gay, lesbian or bisexual.

Q stands for Queer. This is most often an umbrella term used to refer to all LGBT people. It can be a political statement which advocates breaking binary thinking and seeing gender identity as fluid. It can also be a label to explain a complex set of sexual behaviors and desires; e.g. a person who is attracted to transgender people.

I stands for Intersex, a medical condition that results in ambiguous assignment of sex at birth. There may be a combination of male and female genitals and/or chromosomes and/or hormones and/or gonads.

A stands for Ally, someone who identifies as heterosexual and cisgender and is in support of civil rights and equality for members of the LGBTQI community. Less often, “A” can also mean asexual; which is a person who experiences an enduring lack of sexual desire. They do not feel an erotic or sexual attraction to others.

P stands for Pansexual. Pansexual refers to the potential for sexual attraction and desire, romantic love and emotional attraction to persons of all gender identities and biological sexes. This would include people who fall in the binaries of male and female and everyone who falls in between the binaries; e.g. genderqueer, transgender, intersexed, etc.
Q: Are there gender-neutral bathrooms on the UAlbany campuses?

Q: Does the University at Albany offer Gender Neutral (Inclusive) Housing?
A: Recognizing that single-gender housing may not be appropriate or comfortable for all students, Residential Life offers a limited number of rooms as Gender Inclusive Housing in both the residence halls and apartments on a space available basis. Students signing up for these areas will be permitted to have roommates and suitemates from across the gender spectrum. Gender Inclusive Housing will allow for an environment where student housing is not restricted by traditional limitations presented by our current system that is based on the gender binary. We believe that it is important that our housing policies evolve to meet the needs of all students and to create an inclusive, welcoming environment. Continuing students may elect Gender Inclusive Housing during their Residence Hall or Apartment sign-up.
For more information on Gender Inclusive Housing, please visit the Department of Residential Life’s web site at [http://www.albany.edu/housing/gihfaq.shtml](http://www.albany.edu/housing/gihfaq.shtml).

Q: Where can I find LGBTQ-friendly coming out or general resources?
A: Our campus provides a multitude of resources available to LGBTQ students to aid them in coming out, or anything else they might need help with. This includes a student support group through the University Counseling Center, several student groups on campus such as Pride and GOE, the Gender and Sexuality Resource Center, and the Department of Gender and Sexuality Concerns of the Student Association. See [http://www.albany.edu/lgbt](http://www.albany.edu/lgbt) for more information.

Q: What LGBTQI student activities are offered on campus?
A: The campus offers several LGBTQI student activities; to find out what specific events are occurring and when, contact the Office of Student Involvement & Leadership, the Office of Multicultural Student Success, the Department of Gender & Sexuality Concerns of the Student Association, or the Gender & Sexuality Resource Center. See [http://www.albany.edu/lgbt](http://www.albany.edu/lgbt) for more information.

Q: Where can I find LGBTQI-friendly coming out or general resources?
A: Examples will include Heidi Wright (support group), Safe Space Training, Career Services, student groups/events

a. The Counseling Center provides an LGBTQI support group for students who would like to share similar experiences. For more information you can contact Dr. Heidi Wright at 518 442 5800 or email at hwright@albany.edu
b. The Allies/Safe Space Training is a half-day session to create a network of allies for LGBTQ-identified campus members. Contact D. Ekow King at 518 442 5490 or by email at dking@albany.edu for more info, to sign up for next training session, or to arrange a training session for your group.  
http://www.albany.edu/lgbt/ally.shtml

c. The Gender & Sexuality Resource Center is located on the third floor of the Campus Center in Room 332. For resources you can contact a representative at 518 442 5015 or email GSRC@albany.edu. 
http://www.albany.edu/lgbt/center.shtml

d. The Multicultural Resource Center is located in campus center 346, it serves as a space for students interested in issues related to diversity and inclusion. You can contact the office at 518 442 5565 or by emailing mrc@albany.edu.

e. The Albany State Hues Alliance, commonly referred to as the HUES is an LGBTQIA organization for students of color. It is open to anyone who wants to join. Our mission is to tackle issues that commonly affect LGBTQIA students of color, both on and off campus. For more information you can contact a representative via email at UAASHA@gmail.com

Q: How do I find someone to speak to my residence hall, group, or class about LGBTQI issues?

f. The Allies/Safe Space Training is a half-day session to create a network of allies for LGBTQI-identified campus members. Contact D. Ekow King at 518-442-5490 or by email at dking@albany.edu for more info, to sign up for next training session, or to arrange a training session for your group.  
http://www.albany.edu/lgbt/ally.shtml

g. Project SHAPE is a peer education program that offers sexuality education and sexual health promotion. To request a program contact Carol Stenger, Director of Project SHAPE and Coordinator for Health Promotion at (518) 442 5800 or email at cstenger@albany.edu.

h. The Gender & Sexuality Resource Center is located on the third floor of the Campus Center in Room 332. For resources you can contact a representative at 518 442 5015 or email GSRC@albany.edu.  
http://www.albany.edu/lgbt/center.shtml

i. STEP UP! UAlbany is a bystander intervention training program developed by the University Counseling Center for more information you can contact Heidi Wright, Psy.D., at 518 442 5800 or hwright@albany.edu.

j. National Coalition Building Institute (NCBI) training is offered through the Office of Multicultural Student Success, NCBI trains faculty, staff, and students to work against racial prejudice. What is perhaps less commonly known is that the skills taught at these workshops can be used in just about any situation in which there is conflict, controversy, or where people hold widely disparate beliefs. For more information contact D. Ekow King at 518-442-5490 or by email at dking@albany.edu for more info, to sign up for next training session, or to arrange a training session for your group.
Q: What community resources exist in the Capital District?
See http://www.albany.edu/lgbt for more information. A current list of organizations includes:

a. Albany Bombers (largely-gay hockey team, open to all): http://www.facebook.com/albanybombers
c. Capital Pride Festival: http://www.capitalpridecenter.org/capital-pride/
e. Choices Counseling (specializing in issues related to sexual orientation, sexuality, gender identity and expression): 523 Western Ave., Ste. 2A, Albany NY 12203; (518) 438-2222; http://www.choicesconsulting.com/
f. Empire State Pride Agenda (working for equality and justice for LBGT New Yorkers): http://www.prideagenda.org/
g. GayAlbanyOnline (gay-owned/gay-friendly business and services directory): http://gayalbanyonline.com/
h. GLSEN (Gay, Lesbian, & Straight Educators Network): PO Box 5392, Albany, NY 12205; (518) 635-0552; http://chapters.glsen.org/cgi-bin/iowa/nycr/home.html
i. In Our Own Voices (for LGBT people of color, friends, family): 245 Lark St., Albany, NY 12210; 518-432-4188; http://www.inourownvoices.org/

Q: Are sexual orientation and gender identity included in the University’s anti-discrimination policy?

A: Yes, sexual orientation and gender identity and expression are all included in the University’s Equal Opportunity Statement: “The University at Albany is committed to all persons having equal access to its programs, facilities and employment without regard to race, ethnicity, color, religion, sex, gender identity, gender expression, national origin, age, disability, genetics, public assistance status, veteran status, or sexual orientation.”

Q: What do I do if I am harassed for being LGBTQI or an ally?
A: The University at Albany has established a complaint procedure to report any allegations of unlawful discrimination/ harassment. Students and employees may review this procedure and access the complaint form here: http://www.albany.edu/diversityandinclusion/docs/ualbany-discrimination-complaint-procedures-current.pdf. Several offices are available to offer support and resources including Diversity and Inclusion, Conflict Resolution and Civic Responsibility, Gender and Sexuality Resource Center, University Police Department, University Counseling Center, the Victim Assistant Liaison, and the Department of Gender & Sexuality Concerns of the Student Association.
To report a hate or bias related crime, please visit the link on the University Police Web site at http://www.albany.edu/lgbt/report.shtml.

Q: What do I do if I experience discrimination in the classroom or on campus?
A: In addition to the points enumerated in Q. 4 above, UAlbany’s student code of conduct includes a statute on hate or bias related crime. Statute 26 states that “intentionally selecting a person against whom a criminal offense is committed or intended to be committed because of a belief or perception regarding the race, color, national origin, ancestry, gender, religion, religious practice, age, disability, or sexual orientation, regardless of whether the belief or perception is correct”. To report a hate or bias related crime, please visit the link on the University Police Web site at http://www.albany.edu/lgbt/report.shtml. You may also report to the Office of Conflict Resolution and Civic Responsibility, located on the third floor of the campus center (CC) at CC 361, at (518) 442-5501 or crcr@albany.edu.

Q: How do I become an ally?
A: Anyone can become an ally, and to learn how to do so, one must only complete Safe Space Training, which is offered through the Gender & Sexuality Resource Center. Safe Space Training is designed to teach students about the LGBTQI community and allow them to become more knowledgeable and accepting of those who are LGBTQI. After completing the program, you will be an official LGBTQI ally.

Q: What do I do if a friend, or even my roommate, comes out to me?
A: If someone you know comes out to you, and you are having trouble with it, or are not sure what steps you should take to let them know you are accepting of who they are, there are several resources on campus that can assist you. The Gender & Sexuality Resource Center has several individuals who are prepared to answer any questions you may have about the coming out process or the LGBTQI community in general. This office also offers Safe Space Training to help you become an ally, and allow you to be as supportive as possible of your friend. If it is your roommate that comes out to you, feel free to contact Residential Life to ask them any questions, along with these other resources.
APPENDIX I

LGBTQI FAQs for FACULTY and STAFF

[DRAFT]

1. Q: What do I do when a student makes a homophobic, transphobic, or heterosexist remark during class?

A: In order to create a space for learning to occur, students need to feel safe. Speak up when someone makes disparaging remarks about LGBTQI people, or thoughtlessly uses anti-gay language, just as you would any other slurs. Don't perpetuate injustice through silence. One approach to take is to stop and say to the class, “I'd like to use this as a teachable moment. What does the rest of the class think about this comment?” Then, facilitate a discussion with the students. Follow these steps of action when encountering such a situation: Recognize and Interrupt; Interrupt and Educate; Support and Encourage; Initiate and Prevent.

2. Q: What should I do when a student confides in me about issues related to their "coming out"?

A: If a student confides in you about issues related to their “coming out,” listen. Coming out is a long process, and chances are you’ll be approached again to discuss the process since you were someone that the student felt comfortable speaking to about this. Be a role model of acceptance, ask questions that demonstrate compassion, appreciate the person’s courage, and offer support. Most importantly, assure confidentiality—the person may not be ready to come out to others or would like to do so in their own way. Be prepared to give a referral to a campus or community resource that can be of support as well.

3. Q: How can I be a better ally to LGBTQI colleagues and students?

A: An ally supports and stands up for the rights of LGBTQI people. An effective ally respects confidentiality, avoids assumptions and stereotyping, educates themselves about issues facing LGBTQI people, tries using gender-neutral terms when taking about significant others, spouses, and partners, and speaks up when someone makes a homophobic, transphobic or heterosexist remark. An ally expects to make mistakes but doesn’t use them as an excuse for not acting. A supportive ally recognizes when to make referrals to somebody for outside help and knows the resources available for LGBTQI individuals on campus and in the community. To learn more about how to be a supportive ally, attend the UAlbany Safe Space training.
4. Q: What does transgender mean? How do I address transgender students in my class? How do I support students/colleagues who are transitioning?

A: Transgender is an umbrella term used for persons whose gender identity differs from the gender they were assigned at birth. This includes transsexuals, cross-dressers, transgenderists, genderqueers, bigender, and people who identify as neither male nor female and/or as neither a man nor a woman. Transgender is not a sexual orientation. Transgender people may have any sexual orientation: heterosexual, gay, lesbian or bisexual.

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How do I address transgender students in my class? As with any student, you should address them with their preferred name. Ask how they wish to be addressed; what name they prefer and perhaps what pronoun they prefer. Make a note of it and be certain to use their choices.

How do I support students who are transitioning? A student may come to you and state that they will be transitioning during the course. They may tell you they will return to class on a particular date dressed differently and they may have a new name they prefer you use and/or new pronouns. The best response is to ask the student what you can do to make this transition easiest for the student. Would they like a few minutes to let the class know about their transition? Would they prefer it be handled quietly? Ask what they would like to do if someone makes a comment or asks a question about it. Ask in advance what would make them most comfortable.

5. Q: How do I intervene when a student is harassed for gender-expression? How do I handle differing viewpoints in the classroom?

A: If a student in your class is harassed and you directly observe this, it would be a good idea speak to both students involved privately immediately after class. I would use this as an educational moment for the harasser and explain that their behavior is inappropriate, in violation of university regulations, and will not be tolerated in your classroom. Depending on whether the entire class observed this harassment, it would
be appropriate to make a similar statement in the classroom. A recommendation would be for you to speak privately with the victim, express your concern for their feelings and welfare and ask if they wish to talk. Offer resources for the student at the University. Explain their rights in terms of referral of the other student for harassment to the University’s judicial system. You can direct the student to the Office of Conflict Resolution and Civic Responsibility to find out what their options are. You can also refer the individual to the University Counseling Center if they wish to discuss their feelings in response to this or other experiences.

The University at Albany has established a complaint procedure to report any allegations of unlawful discrimination and/or harassment. Students and employees may review this procedure and access the complaint form here: (this web page is no longer functional) [http://www.albany.edu/diversityandinclusion/docs/ualbany-discrimination-complaint-procedures-current.pdf](http://www.albany.edu/diversityandinclusion/docs/ualbany-discrimination-complaint-procedures-current.pdf). Several offices are available to offer support and resources including Diversity and Inclusion, Conflict Resolution and Civic Responsibility, Gender and Sexuality Resource Center, University Police Department, University Counseling Center, the Victim Assistant Liaison, and the Department of Gender & Sexuality Concerns of the Student Association.

To report a hate or bias related crime, please visit the link on the University Police Web site at [http://www.albany.edu/lgbt/report.shtml](http://www.albany.edu/lgbt/report.shtml).

6. Q: What is micro-aggression and how does it happen in the classroom or in assignments?

A: Micro-aggression is a subtle type of behavior with demeaning implications and other subtle insults which can manifest both verbally and non-verbally. Students feel a cumulative negative effect after many micro-aggressions.

7. Q: Who can I talk to in my department for more information?
A: A list of department contacts exists and will be periodically updated at this link: [http://www.albany.edu/lgbt/contact.shtml](http://www.albany.edu/lgbt/contact.shtml).

8. Q: My supervisor is not identified as an ally. Is there someone else I can talk to about my LGBTQI concerns?
   d. If you feel you are experiencing discrimination and/or harassment, please contact the Office of Diversity and Inclusion at (518) 956-8110.
   e. If you are uncertain about talking with a supervisor and/or would like referrals to speak with a qualified professional about issues such as personal or work stress, depression, etc., contact the Employee Assistance Program at (518) 42-5483.
   f. If you think your supervisor and/or others in your unit would be interested in becoming allies, contact D. Ekow King at (518) 442-5490 or by email at dking@albany.edu for information about Safe Space Training. [http://www.albany.edu/lgbt/ally.shtml](http://www.albany.edu/lgbt/ally.shtml)
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A: This is an acronym referring to two separate entities; sexual orientation and gender identity. Even though they are grouped in this way it is critically important to understand the distinction between the two. Sexual orientation refers to the gender or genders one is attracted to; while gender identity refers to the gender or genders we are. We all have a sexual orientation and a gender identity and knowing one does not predict the other. Further, we live in a culture that has a view that you are either male or female, either heterosexual or gay/lesbian when in fact these are really on a continuum with many points in between.

L stands for Lesbian, a sexual orientation in which a woman has an enduring emotional, romantic, sexual, erotic, affectional and/or spiritual attraction to other women.

G stands for Gay- typically referring to a sexual orientation in which a man has an enduring emotional, romantic, sexual, erotic, affectional and/or spiritual attraction to other men; but is sometimes used by women with same-sex attraction as well.

B stands for Bisexual, a sexual orientation in which a person has an enduring emotional, romantic, sexual, erotic, affectional and/or spiritual attraction to both men and women.

T stands for Transgender. This is an umbrella term used for persons whose gender identity differs from the gender they were assigned at birth. This includes transsexuals, cross-dressers, transgenderists, genderqueers, bigender, and people who identify as neither male nor female and/or as neither a man nor a woman. Transgender is not a sexual orientation. Transgender people may have any sexual orientation: heterosexual, gay, lesbian or bisexual.

Q stands for Queer. This is most often an umbrella term used to refer to all LGBT people. It can be a political statement which advocates breaking binary thinking and seeing gender identity as fluid. It can also be a label to explain a complex set of sexual behaviors and desires; e.g. a person who is attracted to transgender people.

I stands for Intersex, a medical condition that results in ambiguous assignment of sex at birth. There may be a combination of male and female genitals and/or chromosomes and/or hormones and/or gonads.
A stands for Ally, someone who identifies as heterosexual and cisgender and is in support of civil rights and equality for members of the LGBTQI community. Less often, “A” can also mean asexual; which is a person who experiences an enduring lack of sexual desire. They do not feel an erotic or sexual attraction to others.

P stands for Pansexual. Pansexual refers to the potential for sexual attraction and desire, romantic love and emotional attraction to persons of all gender identities and biological sexes. This would include people who fall in the binaries of male and female and everyone who falls in between the binaries; e.g. genderqueer, transgender, intersexed, etc.

10. Q: Are there gender-neutral bathrooms on the UAlbany campuses?  
A: The Department of Residential Life offers single stall gender-neutral bathrooms on State and Colonial Quads, and Liberty Terrace. For a listing of all gender-neutral bathrooms in the Residence Halls visit http://www.albany.edu/housing/gih.shtml.

11. Q: Does UAlbany offer transgender-related health plans/coverage?  
A: All University at Albany employees are eligible for health insurance coverage. What is covered depends on the insurance and plan you choose.

12. Q: What are the tax implications of adding my partner to my health insurance?  
A: According to the Internal Revenue Code, if a domestic partner is not a “dependent” (as defined in Section 152 of the Internal Revenue Code), the “fair market value” of the partner’s coverage, less any contribution by the enrollee, is treated as income for federal tax purposes. This value, referred to as “imputed income,” will be added to your annual salary for income tax purposes and will apply even if you cover other dependents in addition to your partner. Please consult with your tax advisor regarding treatment of the imputed income. It is possible that an upcoming U.S. Supreme Court decision in summer 2013 may address the constitutionality of the Defense of Marriage Act, which may have implications for the current tax law described above.

If your partner does qualify as a dependent under the Internal Revenue Code, there will be no imputed income. You must, however, submit a completed “Dependent Tax Affidavit” with your other enrollment documents.

13. Q: What provisions exist for partners in the optional retirement plan (ORP)?  
A: No retirement benefits, but there are survivor benefits. For more information please visit the Office of Human Resources Management Retirement website (http://hr.albany.edu/content/retire.asp), or call (518) 437-4729.
14. Q: Does the University at Albany offer Gender Neutral (Inclusive) Housing?
A: Recognizing that single-gender housing may not be appropriate or comfortable for all students, Residential Life offers a limited number of rooms as Gender Inclusive Housing in both the residence halls and apartments on a space available basis. Students signing up for these areas will be permitted to have roommates and suitemates from across the gender spectrum. Gender Inclusive Housing will allow for an environment where student housing is not restricted by traditional limitations presented by our current system that is based on the gender binary. We believe that it is important that our housing policies evolve to meet the needs of all students and to create an inclusive, welcoming environment. Continuing students may elect Gender Inclusive Housing during their Residence Hall or Apartment sign-up.
For more information on Gender Inclusive Housing, please visit the Department of Residential Life’s web site at http://www.albany.edu/housing/gihfaq.shtml.

15. Q: Where can I find LGBTQI-friendly coming out or general resources?
A: Our campus provides a multitude of resources available to LGBTQI students to aid them in coming out, or anything else they might need help with. This includes a student support group through the University Counseling Center, several student groups on campus such as Pride and GOE, the Gender and Sexuality Resource Center, and the Department of Gender and Sexuality Concerns of the Student Association. See http://www.albany.edu/lgbt for more information.

16. Q: What LGBTQI student activities are offered on campus?
A: The campus offers several LGBTQI student activities; to find out what specific events are occurring and when, contact the Office of Student Involvement & Leadership, the Office of Multicultural Student Success, the Department of Gender & Sexuality Concerns of the Student Association, or the Gender & Sexuality Resource Center. See http://www.albany.edu/lgbt for more information.

18. Q: How do I find someone to speak to my office, group, or class about LGBTQI issues?
   a. The Allies/Safe Space Training is a half-day session to create a network of allies for LGBTQI-identified campus members. Contact D. Ekow King at 518-442-5490 or by email at dking@albany.edu for more info, to sign up for next training session, or to arrange a training session for your group. http://www.albany.edu/lgbt/ally.shtml
   b. Project SHAPE is a peer education program that offers sexuality education and sexual health promotion. To request a program contact Carol Stenger, Director of Project SHAPE and Coordinator for Health Promotion at (518) 442 5800 or email at cstenger@albany.edu.
   c. The Gender & Sexuality Resource Center is located on the third floor of the Campus Center in Room 332. For resources you can contact a representative at
19. Q: Is there a LGBTQI faculty/staff social group on campus?  
   A: Yes, although there have not been any formal activities by this group in the recent past. Information about the group can be obtained by emailing:  
   lgbtqi-SUBSCRIBE-REQUEST@listserv.albany.edu

19. Q: Does UAlbany offer domestic partner benefits?  
   A: Yes, UAlbany does offer domestic partner benefits. Further information can be found on the Office of Human Resources Management Benefits website (http://hr.albany.edu/content/health.asp), at the following link (http://hr.albany.edu/content/Domestic_Partner_Instructions_for_Benefits_ps425.pdf), or by calling (518) 437-4700. See also Q. 12 above about tax implications resulting from these benefits.

20. Q: What community resources exist in the Capital District?  
   See http://www.albany.edu/lgbt for more information. A current list of organizations includes:
   
   l. Albany Bombers (largely-gay hockey team, open to all):  http://www.facebook.com/albanybombers  
   m. Capital Pride Center (LGBT community center): 332 Hudson Ave. Albany, NY 12210; (518) 462-6138; http://www.capitalpridecenter.org/  
   n. Capital Pride Festival:  http://www.capitalpridecenter.org/capital-pride/  
   o. Capital Pride Singers (GLBT Chorus):  http://capitalpridesingers.org/  
   q. Empire State Pride Agenda (working for equality and justice for LBGT New Yorkers):  http://www.prideagenda.org/  
   r. GayAlbanyOnline (gay-owned/gay-friendly business and services directory):  http://gayalbanyonline.com/  
   s. GLSEN (Gay, Lesbian, & Straight Educators Network): PO Box 5392, Albany, NY 12205; (518) 635-0552;  http://chapters.glsen.org/cgi-bin/iowa/nycr/home.html
t. In Our Own Voices (for LGBT people of color, friends, family): 245 Lark St., Albany, NY 12210; 518-432-4188; http://www.inourownvoices.org/


21. Q: Are sexual orientation and gender identity included in the University’s anti-discrimination policy?

A: Yes, sexual orientation and gender identity and expression are all included in the University's Equal Opportunity Statement: “The University at Albany is committed to all persons having equal access to its programs, facilities and employment without regard to race, ethnicity, color, religion, sex, gender identity, gender expression, national origin, age, disability, genetics, public assistance status, veteran status, or sexual orientation.”

22. Q: Does the University offer medical (including gender transitioning) and tax benefits for partners and spouses?

A: Since the information changes frequently, refer to Health Benefits Administrator and Payroll personnel in Human Resources.

23. Q: What protections might be afforded to me if I decide to transition or come out?

A: The University’s Office of Diversity and Inclusion would probably be the first stop if someone (faculty or staff) experienced discrimination or harassment as a result of transitioning or coming out. While the State of New York has a law forbidding discrimination on the basis of sexual orientation, at this time a proposed law forbidding the same with regards to gender identity has still not been passed by the legislature.